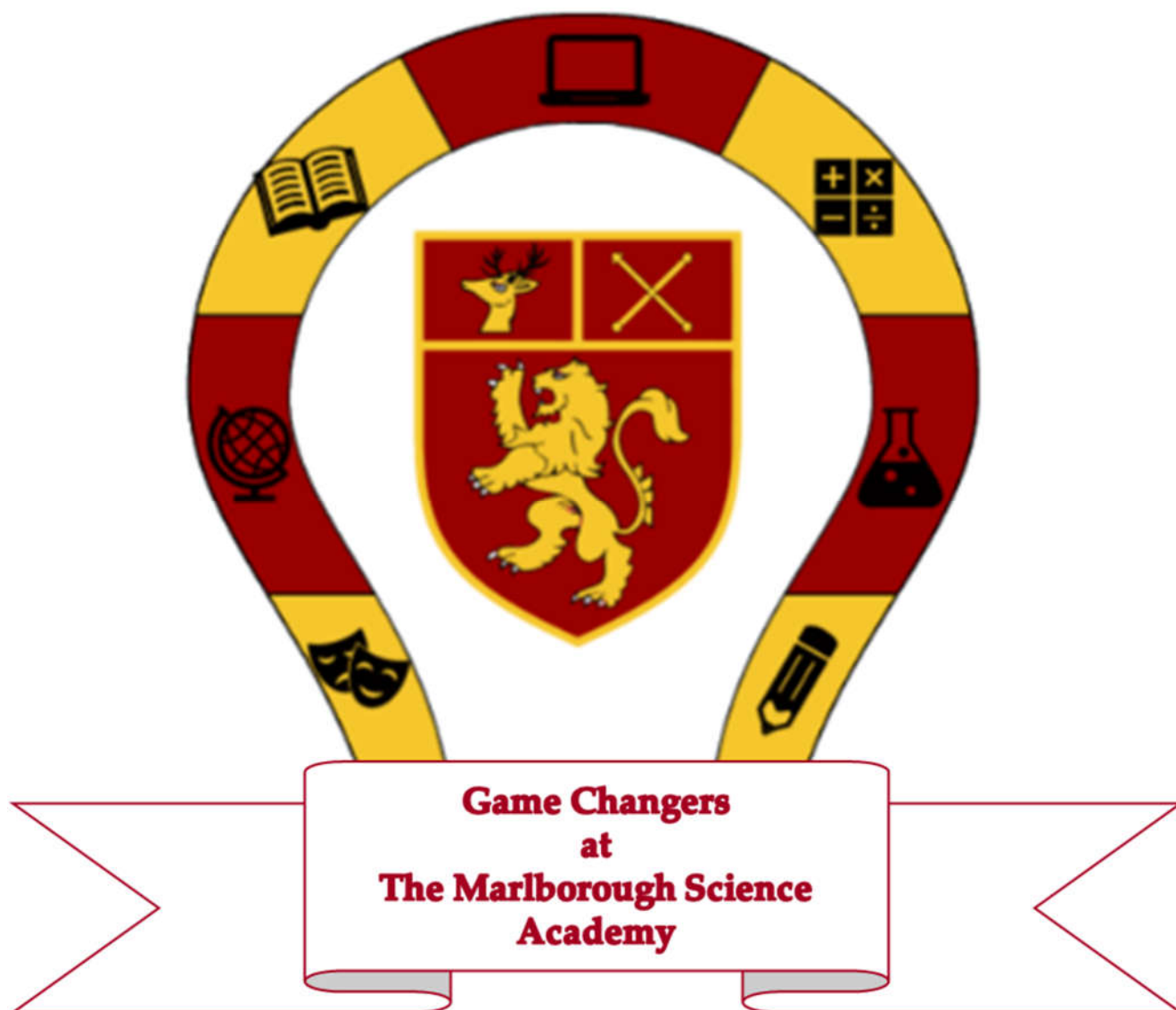


The Marlborough  
Science Academy  
*'shaping futures'*



Provision for our Young, Gifted and Talented students



## What Do Game Changer Days Look Like?

Game Changer Days are a fantastic opportunity for students to extend their studies outside of the classroom. Game Changer Days are open to all students, with the overriding aim of raising aspirations for all.

### Year 9 Bletchley Park

A group of Year 9 students had the opportunity to visit Bletchley Park for a Game Changer Day. On their tour, students learned about the expectations and conditions of the people recruited to break codes during WWII. They also had the opportunity to use digital Enigma machines during their Coding Workshop!



*"I really enjoyed this and am excited to do more with ciphers in the future!"*

### Year 9 and 10 National Theatre Workshop

Thirty Year 9 and 10 students visited The National Theatre for a backstage tour and a workshop. Not only were the students able to sit in two of the theatres, The Lyttelton and The Dorfman, they also visited the set design workshop areas where they could see designers working on projects for upcoming shows.



*"I was impressed with how much the designers consider, everything is really important."*

## Year 9 Beauty of Maths

A group of Year 9 students spent the day exploring all things maths. We started by looking at patterns in numbers and discovered ways to determine divisibility of a number and even how to multiply very large numbers in our heads!



*"I am asking for an Enigma machine for my next birthday!"*

## Year 7 English and Classics Day

Students completed a range of extended writing techniques based on the work they had covered in class, with a focus on classical studies covering everything from history to the arts.

Each student was given the same resource and demonstrated a unique ability to absorb information, transferring this into their own work.

The students were excited to carve their Latin names on the clay tablet supplied. Despite the practicalities of using the Latin alphabet to translate their names, this was a challenge nonetheless enjoyed.



The students were asked to research a particular myth writing numerous facts and replicating the myth by drawing it on a vase. Students began by exploring the architecture and how it represented the afterlife. This task focused on cultural memory.



## Year 10 and Year 12 Drama Worksop with The Paperbirds

Year 10 and Year 12 students were provided with a fantastic opportunity to work with 'The Paperbirds' a theatre company who create and tour their own devised performances. One of the key skills for the GCSE and A level Drama courses is being able to develop your own work from a stimulus.

On the day students were introduced to different exercises that The Paperbirds use to generate movement and dialogue for their performances.

Students really enjoyed the day and the benefits are already evident in the development of Year 12's coursework.



*"I loved learning about the different ways that I can devise my piece and use different techniques to make the piece more interesting, I will be able to use the exercises that I learned in the workshop to develop and form a better piece of work as well as make each individual scene more captivating and interesting."*

Liam, Year 10

## Year 7 English and Comedy workshop

A lot of people think comics are daft and stupid, but look beyond the clownish exterior and you'll find intelligent thinkers and creators. Every comedy you see on stage or screen has been written, re-written, edited again and again before the final draft is deemed ready for an audience. Our students got a taste for this process by watching classic comedy sketches from Morecambe and Wise, Monty Python and Catherine Tate, then analysing what was funny about them. Through analysing these sketches, they were able to create their own. By the end of the session students appreciated how comedy is in fact a serious business where techniques such as irony, self-deprecation and surrealism are manipulated for comic effect. Knowing these devices will help students in their own writing as they are very high order skills. More importantly though, we all had fun and a lot of laughs.

## Year 7 and 8 Food Technology Day

Students tried their hand at sweet and savoury baking, making cup-cakes and star bread. They explored different icing techniques.

*"It will help me with time management as we had to do a lot of things while our food was in the oven and it will also help me with maths because of all the measuring out we did."*

Abi, Year 7

*"I loved making the animals out of icing and I think that I coped well under pressure, this will be useful in everyday life and has given me confidence."*

Jessica, Year 7



After the restrictions of the pandemic, we are looking forward to getting back to offering an extensive range of Game Changer Days to our students in the 2021/22 academic year:

- Classics, Food Technology and Drama are planning to offer their workshops again this academic year.
- Geography will be extending fieldwork skills usually completed in Year 10 and Year 11 to students in KS3.
- English will be working with Art to create some children's books with Year 7 and 8 students. Once completed they are hoping to visit local primary schools to read them to some of the younger students.
- History have some exciting work with a WW2 historian lined up for Year 7 and 8 and PE will be watching a series of digital talks with Olympians to inspire our students to aim to be the best.

# Gifted and Talented Information

Please find below specific information regarding Gifted and Talented provision at Marlborough.

This is a response to the Government white paper 'Higher standards: better schools for all' (2006) which highlighted the correct view that the needs of all students should be met and provided for within our schooling system. The Marlborough Science Academy is constantly reviewing our provision for our Gifted and Talented students and we aim to:

- Consider the learning needs of our Gifted and Talented students through curriculum pathways and innovation.
- Provide planned enrichment which will offer Gifted and Talented students to be challenged, motivated and valued.
- To enhance, widen and improve our systems for identification of Gifted and Talented students.
- To support teachers, students and parents in improving provision for Gifted and Talented students by improving training and learning outcomes.
- To create a community and ethos where Gifted and Talented feel valued and supported.

This information booklet will outline some of our initial steps to realise these aspirations and outcomes.

I hope you find the information in our Gifted and Talented booklet useful. If you have any concerns or questions regarding your Gifted and Talented then please do not hesitate to contact me at school.

## Identification

The definition of who is 'gifted' and who is 'talented' is one of open debate. Some would define this broadly as 'a gifted and talented person demonstrates, or has the potential to demonstrate, an outstanding level of ability in one or more fields of activity' (British Educational Communications and Technology Agency). Perhaps 'gifted learners are those who have abilities in one or more subjects in the statutory school curriculum other than art, design, music or PE, and talented learners are those who have ability in art, design, music or the performing arts such as dance and drama' (Qualifications and Curriculum Authority, 2005). Some are more empirical in their view suggesting 'those who are more than two standards of deviation from the mean on a normal curve of intelligence.'

These are working definitions of identification that tend to open argument and debate as opposed to leading to resolution and a firm definition. At The Marlborough Science Academy we follow national guidelines and we aim to identify at least 5% of our cohort by:

- Teacher recommendations (these are usually based on attainment and performance but sometimes the gifts and talents of our students can be recognised through other areas such as class discussions or learning dialogues).
- Parental recommendations particularly when the student has a gift or a talent that is not school based but recognised through outside activities.
- Middle Years Information System Tests (Midyis) and our base line data where we identify the top 5% in each year group according to these criteria.



# Curriculum Provision

The curriculum at The Marlborough Science Academy is designed to offer learning pathways to success. Our Gifted and Talented students have choice, opportunity and potential to play to their strengths and to learn in environments designed to challenge them. Below are the different curriculum offers for faculty areas at our school.

## Mathematics

- Setting in all year groups
- Maths Challenge at all Key Stages
- Further Mathematics at Key Stage 5

## English

- Setting in all year groups
- Classic introduced for fast track students at KS3
- English Language and English Literature offered at Key Stage 4
- English A level
- Curriculum based enrichment opportunities

## Science

- Setting in all year groups
- Biology, Physics and Chemistry offered at Key Stage 4
- Biology, Physics and Chemistry A level

## Modern Foreign Languages

- Setting in all year groups
- Double languages offered at Key Stage 3 and Key Stage 4
- French offered at Key Stage 5
- One to one tuition offered for multi lingual students



## **Humanities**

- Setting at Key Stage 3 for Geography and History
- Setting at Key Stage 4 for Philosophy and Ethics
- GCSE Classical Civilisation at Key Stage 4
- Classical Civilisation, Geography, History and Government and Politics  
A levels

## **PE**

- Along with core PE, GCSE PE and Cambridge National Sports Studies are offered at Key Stage 4
- BTEC National Diploma is offered at Key Stage 5

## **Performing Arts**

- All Performing Arts subjects are offered in the open option block at Key Stage 4 which allows students to focus their choices if their gifts and talents lie within these areas
- Performing Arts is also well represented at Key Stage 5
- Music offers peripatetic lessons as well as various bands including jazz and a wind orchestra

## **Technology**

- All students study Food, Textiles, Resistant Materials, Metal and Graphics at Key Stage 3
- Technology offers a wide choice at Key Stage 4
- Technology is offered at A level

## **ICT**

- Bebras computing challenges offered to all year groups
- Coding and Film Making clubs offered at KS4

# Enrichment

Enrichment is crucial to offer our Gifted and Talented students because it allows challenge and extended learning opportunities, which complement the curriculum model.

## Mathematics

- Gifted and talented students working with local primary schools.
- Game Changer Days for Key Stage 3 and Key Stage 4
- Bletchley Park trip
- Maths Challenge
- Year 9 Code Breakers Day
- Year 10 Quiz with Heathlands School



## English

- Book club
- Carnegie Medal reading club
- External master classes for English students
- BBC School News Report
- Young Journalists -The Mo and Mini Mo
- Journalist visit
- Creative corner

## Science

- Extra sessions for Key Stage 4 at lunchtime and after school
- Key Stage 3 Science club
- Activities offered during Science week

## Art

- Art competitions
- Primary School art projects

## Humanities

- Classics club (incorporating Latin)
- Trip to Greece and Italy – Classics
- Guest speakers – Geography
- Grade 9 club – History

## Music

- Choir and orchestra
- Individual bands are also supported and encouraged

## MFL

- MFL Challenge Day
- Cross curricular Game Changer Day with Food Technology
- Language immersion trips to Andalucía, Spain and Normandy, France

## Technology

- Rotary Club Challenge Day
- Food Game Changer Days at Key Stage 3 and Key Stage 4
- Bake Off Challenge

## PE

- Sports Leader team
- Participation in district and county sports events
- Sports prefect opportunities
- Trips to live sports events

## Drama

- Drama club
- Annual main school production



## **GCSE Outstanding Achievements**

We are very proud of the successes of all our students and the GCSE results reflect their hard work. As always there were some outstanding individual performances. The following students have continued their studies with us to Post 16:

Matt achieved eight grade 9s and three grade 8s. He is studying A level Chemistry, Biology, Maths and French with us and is also completing a GCSE in Latin during his free periods.

Ilyas achieved seven grade 9s, one grade 8 and two grade 7s. He is studying A level Chemistry, Physics, Mathematics and Further Mathematics with us.

Denise achieved three grade 9s, two grade 8s and six grade 7s. She is studying A level Biology, Chemistry, Physics and Mathematics with us.

## **Post 16 Outstanding Achievements**

Students made fantastic progress at A level this year. Outstanding student results include:

Molly achieved three A\*s and an A at A level and is now studying Geography at the University of Manchester.

Nate achieved an A\* and three As at A level and is now studying Architecture at the University Of Westminster.

Victoria achieved an A\* and 2 As at A level and is now studying Psychology at the University of Kent.

Jennifer achieved three As at A level and is now studying Law at the University of Nottingham .



## Universities

A number of our students go onto Russell Group Universities (RG). Here is a sample of their university destinations and what they are studying:

Geography at the University of Bristol (RG)

Neuroscience at the University of Exeter (RG)

Psychology at the University of Liverpool (RG)

Geography at the University of Manchester (RG)

Chemistry at the University of Nottingham (RG)

Law at the University of Nottingham (RG)

Psychology at the University of Nottingham (RG)

Biological Sciences at the University of Warwick (RG)

## Success at Oxbridge

Ruth was one of 732 students who achieved a clean sweep of 9's at GCSE and 4 A\*s at A level so it was hardly surprising that she would end up reading Classics at Pembroke College Cambridge. Ruth also received a certificate of commendation for her essay entitled "Is comedy/satire more helpful to our understanding of ancient societies than other kinds of texts?" in the Fitzwilliam College essay writing competition. Her study of Latin GCSE and her love of reading classical literature is a solid foundation for her future endeavours.



Pembroke College  
Cambridge

## Past Students Testimonials

*“I received a first class honours in accounting and finance from Exeter university and have just taken a year out working and travelling around Europe. I start my job in September for PricewaterhouseCoopers.”* **Laura**

*“After Sixth Form I went on to Durham University and studied English Literature, writing my dissertation on ‘Working Class British Literature of the 1950s and 60s. I received a first class honours degree.”* **Lucy**

*“I studied Art, English Literature, Biology and Chemistry as full A Levels and decided to do Biochemistry at the University of Bristol. I am now working for Deloitte where I work within the Consulting Finance practice as an analyst and have just finished my first year there on their two year graduate scheme.”*

**Susanna**

*“I studied Medieval and Modern Languages at Trinity College Cambridge. It was a four-year course and I read French and Russian. A highlight was spending my third year living and studying in Moscow. I graduated this year with a star first class honours degree and received a faculty prize. I have been awarded some funding to enable me to go on to study for a Masters of Philosophy at Fitzwilliam College Cambridge.”* **Kathleen**

*“I studied Maths, Further Maths, Chemistry and Physics for AS and A level. I achieved five As. I then went to study Maths at Warwick and I am now going to be working for Deloitte in tax accounting.”* **Stephen**



## **Monitoring**

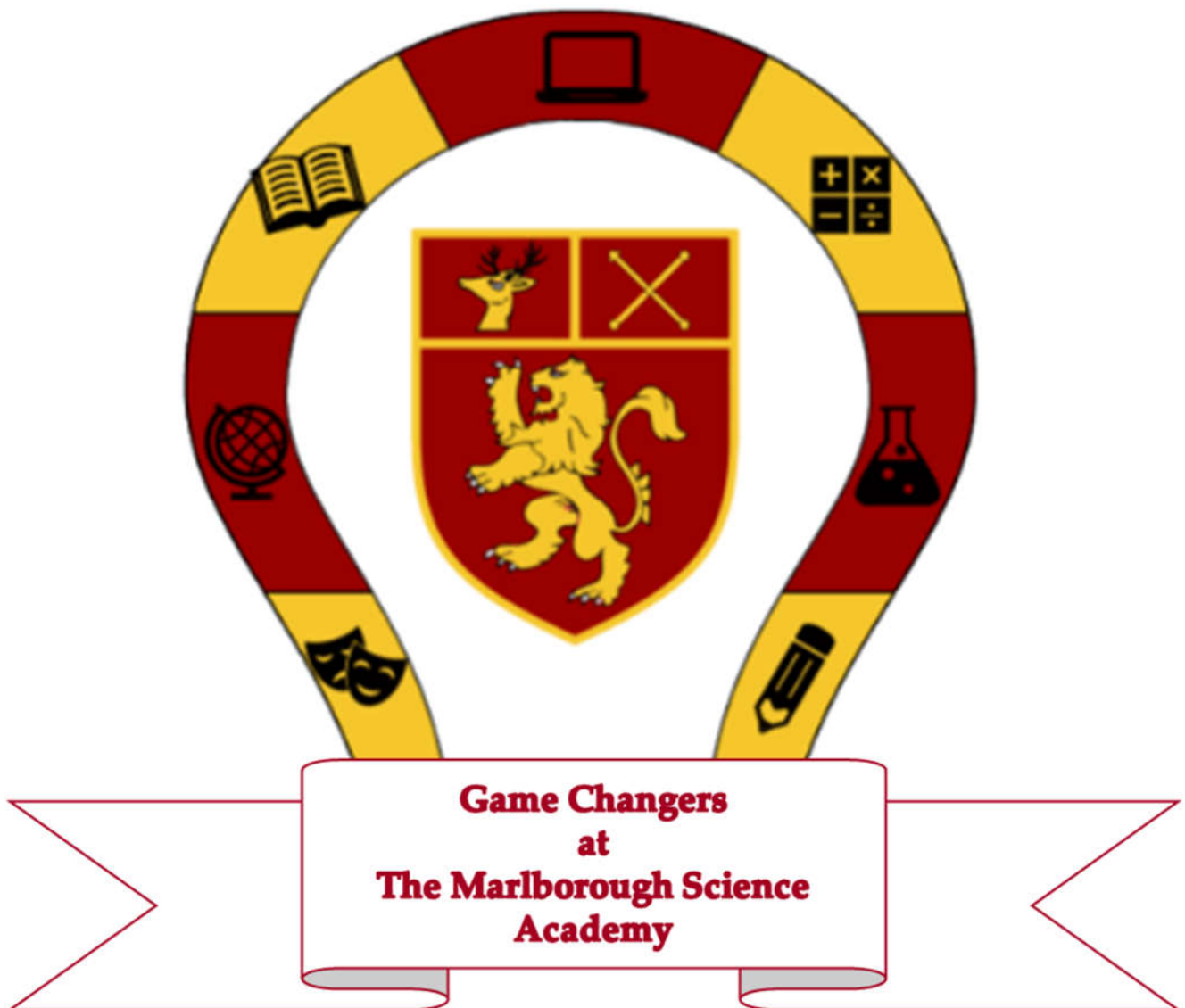
We need to look after our Gifted and Talented students. They have pastoral needs and we must ensure that we support them in their learning and wider school experience. This can be achieved through the pastoral system already in place at the school and added to this is the analysis of grade card information, examination performance and assessment in the classroom. We hope to identify Gifted and Talented students who are underachieving with a view to offering interventions and programmes designed to improve their performance. We have a Motivational Mentoring system in Year 11 which gives students one-to-one support with their learning. Most importantly we ask our Gifted and Talented students once a term how their experience has been so that we may learn from this and improve provision.

## **Finally...**

Thank you for reading our Gifted and Talented booklet. I hope you have found it informative and useful. Contact me at school if you have any queries or any ideas for enrichment or improvements.

Mrs C Griggs (Teacher in charge of Gifted and Talented)

Email: [c.griggs@marlborough.herts.sch.uk](mailto:c.griggs@marlborough.herts.sch.uk)



The Marlborough  
Science Academy  
*'shaping futures'*

2019/20

Headteacher: Ms A F Thomson

The Marlborough Science Academy is a registered company limited by guarantee - Company No. #08003969

2021/22